3 My Home

Unit plan

Reading: comprehension questions, underlining information in the text to help you answer the question correctly
Vocabulary: words related to homes and things found in them, prepositions, collocations, adjectives, phrasal verbs
Grammar: *let's*, imperative, object pronouns, *can*, *must / have to*
Listening: note taking, writing dates, times and numbers
Speaking: describing photos, talking about furniture and the rooms in your home, saying something about the photo in general before you describe it in detail
Writing: note, beginnings and endings, using the imperative to give instructions and *Can you …?* to make requests

Unit Opener (SB page 35)
• You may use L1 during the class discussion.
• Ask students to read the title of the unit and tell you what they think it means *(The title is 'My Home' and it means 'the place where I live'.).*
• Write *home* and *house* on the board. Explain the difference to students *('house' refers to a building, but 'home' can refer either to a building or to anywhere that a person thinks of as the place where they live and that belongs to them – it could be a flat, a house, a cabin, a boat, etc)*.

1
• Ask students to read the instructions and check that they understand what they have to do. Elicit that they must say what the picture shows and then say what they think it means.
• Students discuss in pairs before discussing as a class. They may use L1.
• Monitor and help with vocabulary and grammar if necessary.
• Make a note of any mistakes to go over with the class afterwards.
• Explain the English expression *'Home is where the heart is' (Your home will always be the place you love and where you want to be, no matter where you are.).*

Answers
Students' own answers
Suggested answers
Someone is holding a small house and there are hearts above the house. There are trees and grass, and the sky is blue with white clouds.
It means people love their homes.

2
• Ask students to read the instructions and check that they understand what they have to do. Elicit that they must discuss the reasons behind why people love their homes and that they can use the ideas in the list as well as their own ideas.
• Go through the items in the list and explain anything students don't understand.
• Students discuss in pairs before discussing as a class.
• Monitor and help with vocabulary and grammar if necessary.
• Make a note of any mistakes to go over with the class afterwards.

Answers
Student's own answers

TOP TIP

Make sure you give students the opportunity to discuss their opinions in the Opener. Not only does this help with fluency and confidence, but it also allows them to better understand the theme of the reading text to follow as well as the rest of the unit. The discussion questions that follow the DVD provide excellent practice. Even if you don't have time for the DVD, it's worthwhile having a discussion based on these questions.

Let's talk about it!

• Do you like spending time at home? Why? / Why not?
• How often do you visit your friends in their homes?
• Do you know your neighbours well?

DVD 3
Summary of DVD 3: The video is about Anya. She describes her house, the different rooms and what she does in her room. We learn about her brother's messy room too. She also tells us about the different jobs everyone does at home, such as watering the plants and doing the dishes.

Answer
Because there are clothes everywhere. He never tidies up.

Reading (SB pages 36-37)

1
• Ask students to read the instructions and check that they understand what they have to do. Elicit that there are two parts to the task. First, they must label the pictures with the names of the rooms in the orange box and then they need to discuss the two questions.
• Go through the words in the orange box and explain anything students don't understand.

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• Draw students' attention to the example and go over it with them.
• Students work individually to complete the labelling task.
• They then discuss their answers in pairs before discussing as a class.
• Once the answers have been checked, they may proceed to the discussion.
• Students discuss in pairs before discussing as a class.
• Monitor and help with vocabulary and grammar if necessary.
• Make a note of any mistakes to go over with the class afterwards.
• Check pronunciation by saying each of the words in the orange box to the students and asking them to repeat after you. Correct where necessary.

Answers
1 kitchen
2 living room
3 bedroom
4 bathroom
5 dining room
Students' own answers

2
• Ask students to read the instructions and check that they understand what they have to do. Elicit that they must read the article in order to locate specific information.
• Ask students to skim read the text and look for the answer. Explain to students that they do not need to read in detail at this stage as they will have the opportunity to do so later.
• Students work individually to complete the task.
• They then discuss their answers in pairs before discussing as a class.
• Once the answer has been checked, ask students if they like to decorate their bedrooms.

Answer
in magazines or online

DOWNLOAD
• Ask students to read the information in *Download*.
• Choose a student to explain the tip in his/her own words in L1.
• Explain to students that in this task they must write answers to questions about the text. Tell them to read the questions carefully in order to understand exactly what information they need to look for in the text. Tell them to search the text for the information they need and to underline it. Once they have the information, they need to look at the questions again and decide how best to answer them with the information they have. Tell them also that they may need to use different words to the ones they underlined in the text.

3
• Ask students to read the instructions and check that they understand what they have to do.
• Ask students to read the questions and explain anything they don't understand.
• Encourage students to use the tips from the *Download* box when doing the task and to underline the relevant information in the text and then think how to write their answers.
• Students work individually to complete the task.
• They then check their answers in pairs before checking as a class.

Answers
1 you and your pet (*Maybe there's a garden? That's good for you and your pet!*)
2 their friends (*You must say goodbye to your friends. That's never easy because they are the most important things in your life.*)
3 at their new school or college (... *you can make friends at your new school or college.*)
4 things to do and places to go (*It's also important to find things to do and places to go to in your new town or city.*)
5 it's for teenagers (*Maybe your new neighbours' children are teenagers like you?*)

4
• Ask students to read the instructions and check that they understand what they have to do. Elicit that they need to match the words from the text on the left with their meanings on the right.
• Ask students to find and underline the words in the text, and to try to understand their meaning from the context. Explain anything they don't understand.
• Draw students' attention to the example and go over it with them.
• Students work individually to complete the task.
• They then check their answers in pairs before checking as a class.
• Check pronunciation by saying each of the words from the text to the students and asking them to repeat after you. Correct where necessary.

Answers
1e **2**c **3**a **4**b **5**d

5
• Ask students to read the instructions and check that they understand what they have to do. Tell them to imagine what it would be like to move house and to make a list of good and bad things associated with such a move.
• Students work individually to complete the task. Give them enough time to prepare their lists.
• They then discuss their lists in pairs before discussing as a class.
• Monitor and help with vocabulary and grammar if necessary.
• Make a note of any mistakes to go over with the class afterwards.
• Time permitting, students may tell the class about their lists.

Answers
Student's own answers

EXTENSION ACTIVITY

Ask students to describe their ideal home. This can be a written activity or an oral task. Help with vocabulary if necessary. Once students are ready, ask one or two students to talk about their ideal home.

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Vocabulary 1 (SB page 38)

1
• Ask students to read the instructions and check that they understand what they have to do. Elicit that they need to complete the text with the words in the orange box.
• Ask students to read the words in the orange box and the text, and explain anything they don't understand.
• Draw students' attention to the example and go over it with them.
• Students work individually to complete the task.
• They then check their answers in pairs before checking as a class.
• Check pronunciation by saying each of the words in the orange box to the students and asking them to repeat after you. Correct where necessary. Ask them what they think the word *stairs* means *(a set of steps from one level in a building to another)*.

Answers

1	flat	**5**	walls
2	front door	**6**	garden
3	downstairs	**7**	window
4	upstairs	**8**	garage

EXTENSION ACTIVITY

Ask students to work in pairs or small groups. Give them a minute to look at the words in the orange box carefully. Then with books closed, they must write the words as you read them out in random order.

2
• Ask students to read the instructions and check that they understand what they have to do. Elicit that they must write the words from the orange box under the correct room of a house. Explain that they will use two words for each room.
• Draw students' attention to the example and go over it with them.
• Students work individually to complete the table.
• They then check their answers in pairs before checking as a class. Accept all logical answers.
• Check pronunciation by saying each of the words in the orange box to the students and asking them to repeat after you. Correct where necessary.

Answers
bathroom: shower, toilet
bedroom: bed, duvet
dining room: chair, table
kitchen: cooker, fridge
living room: armchair, sofa

3
• Ask students to read the instructions and check that they understand what they have to do. Elicit that they must choose the correct option to complete each sentence.
• Ask students to read the sentences and explain anything they don't understand. Use L1 if necessary.
• Draw students' attention to the example and go over it with them.
• Students work individually to complete the task.
• They then check their answers in pairs before checking as a class.
• Check pronunciation by saying each of the words in bold to the students and asking them to repeat after you. Correct where necessary.

Answers

1	clock	**4**	lights
2	key	**5**	boxes
3	picture	**6**	furniture

4
• Ask students to read the instructions and check that they understand what they have to do. Elicit that they must complete the sentences with the prepositions *at*, *in* or *on*. Remind them that they learnt some prepositions of time in Unit 2.
• Ask students to read the sentences and explain anything they don't understand.
• Draw students' attention to the example and go over it with them.
• Students work individually to complete the task.
• They then check their answers in pairs before checking as a class.

Answers

1	at	**5**	in
2	in	**6**	on
3	in	**7**	on
4	on	**8**	on

Extra Task (for early finishers)
See photocopiable material on page 127.

Grammar 1 (SB page 39)

Before you read the Grammar box
• Revise/Introduce *Let's* and the imperative. Write the following sentences on the board: *Let's tidy up the classroom. Tidy up the classroom!* Say the first sentence out loud as a kind of suggestion and the second as though you are telling someone to do something. Ask students which one sounds like a suggestion and which one sounds like you are telling someone to do something.
• Revise/Introduce object pronouns. Bring in some pictures of famous people and places. Hold up the pictures one after the other and say, *This is [famous person/place]. Do you know him/her/it?* Tell students that *him*, *her* and *it* are object pronouns.

1
• Read through the grammar theory for *Let's* with the class.
• Write the examples for *Let's* from the Student's Book on the board. Underline *Let's watch* and *Let's not go out*. Emphasise the position of *not* in the negative form.
• Ask individual students to give you sentences, positive and negative, using *Let's*.
• Read through the grammar theory for the imperative with the class.
• Explain that the imperative can sound like an order, so we often use *please* in order to be polite.
• Point out the structure for the negative imperative and tell students it always starts with *don't*.

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• Ask students to look back at the text in Reading and to find and underline the two examples of the imperative *(… **look** in magazines or online for ideas. / … **enjoy** it!).*
• Ask individual students to give you sentences, positive and negative, using the imperative.
• Read through the grammar theory for object pronouns with the class.
• Remind students of the structure of a sentence with a subject, a verb and an object. Write, *I (subject) like (verb) your bag (object)*. Tell students that instead of *your bag* we can use an object pronoun, in this case, *it*.
• Write the subject pronouns and the object pronouns on the board: *I/me, you/you, he/him, she/her, it/it, we/us, you/you, they/them.*
• Ask students to look back at the text in Reading and to find and underline some examples of object pronouns *(… into boxes and move **them** … / That's good for **you** … / They can tell **you** all about …).*
• Tell students that *Let's = let + us* and we use it when we make a suggestion that includes the speaker.
• Ask individual students to give you sentences using object pronouns.

2
• Ask students to read the instructions and check that they understand what they have to do.
• Refer them back to the examples in the grammar theory and tell them to look for the main verbs in the sentences.
• Check answer as a class.

Answer
We use the bare infinitive/verb without *to* for both.

Read 3.1-3.3 of the Grammar Reference on page 141 with your students.

3
• Ask students to read the instructions and check that they understand what they have to do. Elicit that they need to circle the correct options.
• Ask students to read the dialogues and explain anything they don't understand.
• Tell them they need to decide if the correct word is needed to make a suggestion or to tell someone to do something. Refer them to the grammar theory for help if necessary.
• Draw students' attention to the example and go over it with them.
• Students work individually to complete the task. They then check their answers in pairs before checking as a class.

Answers

1 Don't	**4** let's	**7** Don't
2 Let's	**5** Let's	**8** Try
3 Please	**6** Let's	

EXTENSION ACTIVITY

Ask students to write two sentences using *Let's* and two using the imperative. They must write one affirmative and one negative sentence for each grammar item. Monitor and help where necessary. When students are ready, they swap with a partner and check each other's work.

4
• Ask students to read the instructions and check that they understand what they have to do. Elicit that they must complete the sentences with the correct object pronouns.
• Ask students to read the sentences and explain anything they don't understand.
• Tell them to find the object in the preceding sentence of each item in order to determine which object pronoun is required. Refer them to the grammar theory for help if necessary.
• Draw students' attention to the example and go over it with them.
• Students work individually to complete the task. They then check their answers in pairs before checking as a class.

Answers

1 it	**4** me	**7** him
2 them	**5** you	**8** you
3 us	**6** her	

Extra Task (for early finishers)
See photocopiable material on page 127.

Vocabulary 2 (SB page 40)

1
• Ask students to read the instructions and check that they understand what they have to do. Elicit that there are two parts to the task. First, they must complete the sentences with the words in the orange box to form collocations with the words in bold and then they need to match the sentences to the pictures.
• Ask students to read the words in the orange box and the sentences, and explain anything they don't understand. Tell students that all of the collocations except for one are household chores.
• Draw students' attention to the example and go over it with them.
• Students work individually to complete the task, but check the answers for the first part of the task before students proceed to the second part.
• Students check their answers in pairs before checking as a class.
• Check pronunciation by saying each of the collocations to the students and asking them to repeat after you. Correct where necessary.

Answers

1 listens	**4** makes	**7** has
2 cleans	**5** waters	**8** does
3 does	**6** does	

1h **2**f **3**c **4**b **5**a **6**e **7**d **8**g

EXTENSION ACTIVITY

Students work in pairs to ask and answer about the household chores. Write the following on the board as prompts: *Do you …? Who …? When do you …? How often do you …?* Tell students they must only use English for the task. Monitor and help with vocabulary, but do not interrupt fluency. Make a note of any mistakes to go over with the class afterwards.

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2
• Ask students to read the instructions and check that they understand what they have to do. Elicit that there are two parts to the task. First, they must match the adjectives that are opposite in meaning and then they need to write sentences using each adjective. Ask students to tell you what an adjective is *(a word that is used to describe a noun)*.
• Ask students to read the adjectives in the two columns and explain anything they don't understand.
• Draw students' attention to the example and go over it with them.
• Students work individually to complete the task, but check the answers for the first part of the task before students proceed to the second part.
• Students check their answers to the first part in pairs before checking as a class.
• Check pronunciation by saying each of the adjectives to the students and asking them to repeat after you. Correct where necessary.
• Ask individual students to read out their sentences. Go around the class until everyone has had a turn.

Answers
1d **2**g **3**a **4**f **5**b **6**e **7**c
Students' own answers

3
• Ask students to read the instructions and check that they understand what they have to do. Remind students that they learnt some phrasal verbs in Units 1 and 2.
• Ask students to read the phrasal verbs in the orange box and the sentences, and explain anything they don't understand.
• Draw students' attention to the example and go over it with them.
• Students work individually to complete the task.
• They then check their answers in pairs before checking as a class.
• Check pronunciation by saying each of the phrasal verbs in the orange box to the students and asking them to repeat after you. Correct where necessary.

Answers
1 Turn up
2 Switch ... on
3 tidy up
4 Switch off
5 turn down

TOP TIP
Get the most out of the photos in the Student's Book by asking students to describe and compare them. In this lesson, for example, ask students to describe the photos in 1 or to compare two of them.

Extra Task (for early finishers)
See photocopiable material on page 127.

Grammar 2 (SB page 41)

Before you read the Grammar box
• Introduce the three modal verbs. Tell students that we use *can*, *must* and *have to* to help us express different things, such as ability, permission, requests and obligation. Tell them also that we can use modal verbs to say what is not allowed and to talk about something that is not necessary. Use L1.

1
• Read through the grammar theory with the class.
• Explain that we use *can* and *must* with the infinitive of the verb/verb without *to*, and that it is the same for all persons. Explain that *have to* is also followed by the infinitive of the verb, but that *have to* becomes *has to* in the third person singular.
• Write the following sentences on the board, with the underlining. Explain each function again, in L1 if necessary. The functions are provided for you in English.
1 I can speak English. (ability)
2 Can I go out tonight, Mum? (ask for permission)
3 No, you can't. (refuse permission)
4 Can you do the dishes, please? (ask someone to do something for us)
5 I must help my parents every week. (obligation)
6 He has to do the ironing. (obligation)
7 You mustn't play video games all day! (say something is not allowed)
8 It's Saturday. We don't have to go to school today. (talk about something that is not necessary)
• Point out that *mustn't* and *don't/doesn't have to* are different in meaning. Tell students that *mustn't* means something is not allowed because it is bad or it breaks a rule, while *don't/doesn't have to* simply means it is not necessary to do something.

2
• Ask students to read the instructions and check that they understand what they have to do. Draw students' attention to the example sentences *She has to walk to school* and *George doesn't have to get up at eight o'clock tomorrow* in 1. Ask them to compare those sentences with *I have to walk to school* and *We don't have to get up at eight o'clock tomorrow*.
• Students work individually to do the task.
• They then check their answer in pairs before checking as a class.

Answer
We use *has to* and *doesn't have to* in the 3rd person singular (with *he, she* and *it*.).

Read 3.4-3.5 of the Grammar Reference on page 142 with your students.

3
• Ask students to read the instructions and check that they understand what they have to do. Elicit that they need to write *can* or *can't* in the gaps. Explain that they will need to think logically about their answers.
• Ask students to read the sentences and explain anything they don't understand.
• Point out that by reading each item carefully, they will understand if the sentence is positive, negative or a question.
• Refer them to the grammar theory for help if necessary.
• Draw students' attention to the example and go over it with them.
• Students work individually to complete the task.
• They then check their answers in pairs before checking as a class.
• Once the answers have been checked, go through each item with the class and discuss what function it expresses *(1 lack of ability; 2 ask for and refuse permission; 3 refuse permission; 4 lack of ability; 5 ask someone to do something for us; 6 ask for permission; 7 ask someone to do something for us; 8 refuse permission; 9 lack of ability, ask someone to do something for us/ability; 10 lack of ability)*.

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Answers

1	can't	**6**	Can
2	Can, can't	**7**	Can
3	can't	**8**	can't
4	can't	**9**	can't, Can
5	Can	**10**	can't

4
• Ask students to read the instructions and check that they understand what they have to do. Elicit that they need to choose the correct option to complete the sentences.
• Ask students to read the sentences and explain anything they don't understand.
• Tell them they will need to think logically to choose the right answers. Remind them that *mustn't* means you are not allowed to do something, and *don't/doesn't have to* means it is not necessary to do something.
• Refer them to the grammar theory for help if necessary.
• Draw students' attention to the example and go over it with them.
• Students work individually to complete the task.
• They then check their answers in pairs before checking as a class.

Answers

1	have to	**5**	doesn't have to
2	mustn't	**6**	don't have to
3	don't have to	**7**	mustn't
4	must	**8**	mustn't

EXTENSION ACTIVITY

Ask students to write their own gapped sentences for *can/can't, must/mustn't, have to* and *don't/doesn't have to*. Refer them to the grammar theory if they need help. When students are ready, they swap with a partner to complete each other's sentences. They then read out their sentences to the class.

Extra Task (for early finishers)
See photocopiable material on page 127.

Listening (SB page 42)

1
• Ask students to read the instructions and check that they understand what they have to do. Elicit that they need to decide what kind of number goes in each gap. Ask students what kind of numbers they know *(ordinal numbers in dates ie 1rst, 2nd, 3rd, times, cardinal numbers, ie 1, 2, 3)*.
• Students work individually to complete the task.
• They then check their answers in pairs before checking as a class.

Answers
1 a date
2 a time

2
• Ask students to read the instructions and check that they understand what they have to do. Elicit that they must now listen for the date and the time in the sentences in 1.
• Play the recording and ask students to complete the sentences in 1.
• Students work individually to complete the task.
• They then check their answers in pairs before checking as a class.

Answers

1	3rd/third	*Our party is on Saturday 3rd May.*
2	6/six	*The party starts at 6 pm.*

See the recording script on page 120.

DOWNLOAD
• Ask students to read the information in *Download*.
• Choose a student to explain the tip in his/her own words in L1.
• Explain to students that in this task type, they must complete some sentences and that only one word is required for each gap. Explain also that sometimes they have to write a date, a time or a number. Point out that when they need to write numbers, they can write them in figures or in words, but they must spell the words correctly.

3
• Ask students to read the instructions and check that they understand what they have to do. Elicit that they need to write one word, number, date or time in each gap.
• Ask students to read the information about the furniture shop and explain anything they don't understand.
• Remind them that when they need to write numbers, they can write them in figures or in words, but they must spell the words correctly.
• Play the recording and ask students to write their answers. Then ask students to discuss their answers with a partner and to justify any answers that are different.
• Play the recording again if necessary, and check answers as a class.

Answers

1	14th/fourteenth	*Our new shop opens on Monday 14th November.*
2	sofas	*… our fantastic furniture: beds, sofas, kitchen tables, chairs …*
3	5/five	*… 9.30 am to 5 pm on Saturdays.*
4	16/sixteen	*You can find us next to the park at 16 Main Street.*

See the recording script on page 120.

Speaking (SB page 43)

1
• Ask students to read the three questions and answer any queries they may have about them.
• Students work in pairs to ask and answer the questions.
• Monitor and help with vocabulary, but do not interrupt fluency. Make a note of any mistakes to go over with the class afterwards.

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• Ask each pair to ask and answer one of the questions and continue around the class until each pair has had a turn.
• Deal with any language mistakes and pronunciation problems that come up.

Answers
Student's own answers

TOP TIP

Be prepared for the Speaking lesson by bringing your own materials to class for discussion. In this lesson, for example, you could find pictures of interesting rooms and homes, in magazines, catalogues or online. Students can describe the pictures, compare them and discuss similarities and differences.

2
• Ask students to read the instructions and check that they understand what they have to do. Elicit that there are two parts to the task. First, they must write down all the words they know for the things in the photo in 3 and then they need to write down adjectives they can use to describe them.
• Students work in pairs to do the task.
• Monitor and help with vocabulary. Make a note of any mistakes to go over with the class afterwards.
• Ask pairs to tell the class their words and adjectives. Write the words and adjectives on the board.
• Time permitting, continue until all pairs have had a turn.

Answers
Suggested nouns: armchair, bed, bedroom, books, chair, desk, duvet, light, window
Suggested adjectives: clean, grey, new, pink, pretty, small, white, yellow

3
• Ask students to read the instructions and check that they understand what they have to do. Elicit that they need to complete the description with the words in the orange box.
• Ask students to read the words in the orange box and the description, and explain anything they don't understand. Elicit that the words in the orange box are nouns, adjectives and prepositions of place.
• Draw students' attention to the example and go over it with them.
• Students work individually to complete the task.
• They then check their answers in pairs before checking as a class.

Answers

1	clean	**5**	armchair
2	window	**6**	in front of
3	on	**7**	duvet
4	furniture	**8**	yellow

DOWNLOAD
• Ask students to read the information in *Download*.
• Choose a student to explain the tip in his/her own words in L1.

• Explain to students that when they describe a photo, they should imagine that the person who they are talking to can't see the photo. Explain also that they need to say something about the whole photo (general information) and then describe the different things which are in the photo (detailed information). Encourage students to use adjectives, colours and prepositions of place to make their description clear, and to show that they have a wide vocabulary.

4
• Ask students to read the instructions and check that they understand what they have to do. Elicit that they will describe a room to their partner, and vice versa.
• Ask students to look at the pictures for a minute and decide what rooms they show and what objects are in them.
• Go through the *Language Bank* with the students. Spend some time going over the different vocabulary sets, and explain anything they don't understand.
• Remind students to say something about the whole picture and then describe the different things which are in the picture.
• Students work in pairs to do the task.
• Monitor and help with vocabulary, but do not interrupt fluency. Make a note of any mistakes to go over with the class afterwards.
• Ask one pair to demonstrate the task in front of the class.
• Time permitting, continue until all students have had a turn.

Answers
Photograph A
Students' own answers, but possible vocabulary items to include are: armchair, clean, furniture, garden, large, lights, living room, new, orange, picture, pretty, red, sofa, table, walls, white, window
Photograph B
Students' own answers, but possible vocabulary items to include are: chairs, clean, cooker, fridge, furniture, kitchen, table, large, lights, old, walls, white, window

5
• Ask students to read the questions and explain anything they don't understand.
• Tell students to use the vocabulary sets in the *Language Bank* to help them answer the questions.
• Students work in pairs to ask and answer the questions.
• Monitor and help with vocabulary, but do not interrupt fluency. Make a note of any mistakes to go over with the class afterwards.
• Time permitting, you may want to discuss the questions more extensively as a class.

Answers
Student's own answers

Writing (SB pages 44-45)

Note: Beginnings and endings
• Ask students to read the information on notes and beginnings and endings, and explain anything they don't understand.
• Ask students if they write notes, why they write them and who they write them to.

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1
• Ask students to read the instructions and check that they understand what they have to do. Elicit that they need to complete the beginnings and endings with the words in the orange box and then say which words can be used more than once.
• Ask students to read the words in the orange box and the beginnings and endings, and explain anything they don't understand.
• Draw students' attention to the example and go over it with them.
• Students work individually to complete the task.
• They then check their answers in pairs before checking as a class.
• Ask individual students to say which words can be used more than once. Check answers as a class.

Answers
1 later
2 Love
3 Hi/Dear
4 Bye
5 Hi/Dear

You can use 'Hi' and 'Dear' more than once.

2
• Ask students to read the instructions and check that they understand what they have to do. Elicit that they must now decide which phrases in 1 are beginnings and which are endings.
• Students work individually to complete the task.
• They then check their answers in pairs before checking as a class.

Answers
1 Beginnings: Hi/Dear Jamie, Hi/Dear Susie,
2 Endings: Love from Angie, See you later., Bye for now!

3
• Ask students to read the instructions and check that they understand what they have to do.
• Ask students to read the task and the questions, and explain anything they don't understand.
• Point out that the questions they need to answer will help them to analyse the task.
• Students work individually to complete the task.
• They then check their answers in pairs before checking as a class.

Answers
1 a note
2 because you have to go out this afternoon
3 your brother or sister
4 two things in the house

4
• Ask students to read the instructions and check that they understand what they have to do. Elicit that they need to complete the note with phrases from 2.
• Elicit that the note in 4 has been written in answer to the writing task in 3.
• Ask students to read the note and answer any queries they might have about it. Tell them they only need to write one phrase per gap, but they may use all of the phrases to show their understanding.
• Students work individually to complete the task.
• They then check their answers in pairs before checking as a class.

Answers
1 Hi/Dear
2 Bye for now!/See you later.
3 Love from

5
• Ask students to read the instructions and check that they understand what they have to do. Elicit that they need to answer questions about the note in 4. Tell them this task helps them to analyse the content of the note and to see how the writer has completed the writing task.
• Ask students to read the questions and answer any queries they might have about it.
• Students work individually to complete the task.
• They then check their answers in pairs before checking as a class.

Answers
1 give Frisky his food
2 on the kitchen table
3 water the plants in his bedroom
4 She mustn't use lots of water. It isn't good for the plants.

6
• Ask students to read the instructions and check that they understand what they have to do.
• Ask students to read the model note in 4 again and circle the words the writer uses to be polite.
• Students work individually to complete the task.
• They then check their answers in pairs before checking as a class.

Answers
Students circle: 'Please' (x2) and 'Thank you!'

7
• Ask students to read the instructions and check that they understand what they have to do. Elicit that they need to complete the sentences with the words in the orange box in the correct form.
• Ask students to read the words in the orange box and the sentences, and explain anything they don't understand.
• Remind students that we use the imperative to tell someone what to do and *can you …?* to ask them to do something.
• Draw students' attention to the example and go over it with them.
• Students work individually to complete the task.
• They then check their answers in pairs before checking as a class.

Answers
1 Can you water
2 make
3 Don't switch off
4 Can you do
5 tidy up
6 Can you clean

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LANGUAGE BANK
• Quickly go through the words and phrases in the *Language Bank*.
• Explain that students can use words and phrases from the *Language Bank* as well as their own words and phrases in their notes.
• Remind them to use words and phrases from all of the sections in the *Language Bank*.

8
• Read the task out to students and explain anything they don't understand. Elicit that they must write a note in which they ask their neighbour to do two things for them.
• Go over the *Plan* with the students.
• Remind them that the *Plan* acts as a checklist for what they need to include in their writing, in the correct order.
• Assign the writing task for homework.

Answers
Student's own answers

DOWNLOAD
• Read out the information in the *Download* box.
• Choose a student to explain the tips in his/her own words in L1.
• Remind students to use words and phrases like *please* and *thank you* to be polite.
• Remind them also to use an appropriate beginning and ending, to use the imperative to give instructions and *Can you …?* to ask someone to do something for you.
• Remind them to look back at 4 for an example of a completed note asking someone to do something for you.

EXTENSION ACTIVITY

Time permitting, students can make brief notes about their requests. Monitor and help with vocabulary if necessary. Make a note of any mistakes to go over with the class afterwards.

Reload 3 (SB page 46)

Objectives
• To revise vocabulary and grammar from Unit 3.

Revision
• Tell students that Reload 3 revises the material they saw in Unit 3.
• Explain to students that they can ask you for help with the questions or refer back to the relevant sections of the unit if they're not sure about an answer. Stress that the Reload section is not a test.
• Decide how the review will be carried out. Students could do the vocabulary items first and then correct them immediately, or they could do all the items together and correct them at the end.
• Give students about 20 minutes to complete the review. Reduce this progressively as you work through the book.
• Tell students to answer every question. When checking their answers, make a note of any problem areas in vocabulary and grammar they still have. Assign some time to deal with these areas.

Vocabulary Revision

Vocabulary 1
• 1, 2 and 3: Revise words related to homes and things found in them. Read out the words in random order and ask individual students to write them on the board and tell you what they mean *(armchair, bed, box, chair, clock, cooker, downstairs, duvet, flat, fridge, front door, furniture, garage, garden, key, light, picture, shower, sofa, table, toilet, upstairs, wall, window)*.
• 4: Revise prepositions (*at*, *in*, *on*). Write the gapped phrases on the board and ask individual students to complete them with *at*, *in* or *on*. When all the phrases have been covered, ask students to give you sentences using them. Continue around the class until every student has had a turn.
[on] the phone, [in] bed, [on] the wall, [in] an armchair, [at] home, [on] the sofa, [in] our room, [on] a chair

Vocabulary 2
• 1: Practise collocations. Ask students if they remember what collocations are *(words that are used together)*. Read out the collocations in random order and ask individual students to write them on the board *(listen to the radio, clean the kitchen, do the dishes, make your bed, water the plants, do the ironing, have a shower, do the washing)*. Ask the class to check spelling. Then ask students to tell you what each collocation means. Finally, ask individual students if they do the household chores and how often they do them.
• 2: Practise adjectives. Write an adjective on the board and ask students to tell you its opposite *(dirty [clean], small [large], cold [hot], same [different], old [new], exciting [boring], difficult [easy])*. Then ask for example sentences and continue until all the adjectives have been covered.
• 3: Practise phrasal verbs. Write the phrasal verbs on the board *(switch off, switch on, tidy up, turn down, turn up)*. Read out the following statements and ask students to respond with the correct phrasal verb for the situation. Put a cross through each phrasal verb as it is used.
1 *His clothes are on the bed and on the armchair. What must he do? (Tidy up.)*
2 *It's time for bed and the TV is on. What must I do? (Switch off the TV.)*
3 *I can't hear the radio. What must I do? (Turn up the radio.)*
4 *I always watch TV at seven o'clock. It's seven now. What must I do? (Switch on the TV.)*
5 *My sister wants to read a book and the TV is on. What must I do? (Turn down the TV.)*

Grammar Revision

Grammar 1
Practise *Let's.*
• Before you begin, ask students what we use *Let's* for *(to make suggestions)*. Ask students what form of the verb we use with *Let's (the infinitive/verb without* to*)* and how we form the negative *(Let's not …)*.
• Make these statements and ask students to reply with suggestions using *Let's*. Accept any logical reply.
1 *The bathroom is dirty. (Let's clean the bathroom/it.)*
2 *The clothes aren't clean. (Let's do the washing.)*
3 *There's a good film on TV. (Let's watch it.)*
4 *It's hot outside. (Let's water the plants.)*
5 *Look! A swimming pool! (Let's swim.)*
6 *I can't find my glasses. (Let's find/look for them.)*

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Practise the imperative.
• Before you begin, ask students what we use the imperative for *(to tell someone to do something)*. Ask students how we form the imperative *(it's the infinitive/verb without* to*)* and how we form the negative imperative *(Don't …)*.
• Tell your students to do the following things.
1 *Say hello to your partner.*
2 *Open your books.*
3 *Don't look at me. Look at the window.*
4 *Sing! Stop!*
5 *Write your name in your notebook. Don't use a pen!*

Practise object pronouns.
• Write two headings on the board – *subject pronouns* and *object pronouns*. Ask students to tell you the subject pronouns in order *(I, you, he, she, it, we, you, they)* and write them one under the other on the board. Then ask them to tell you the equivalent object pronouns and write them on the board *(me, you, him, her, it, us, you, them)*.
• Ask students to give you sentences using the object pronouns.

Grammar 2
Practise *can*.
• Remind students that we use *can* to talk about ability, permission and requests. Give examples of each and write them on the board *(I can speak English. We can't go out tonight. Can you turn up the TV, please?)*. Point out the structures we use for positive sentences, negative sentences and questions with *can*.
• Ask individual students to give you examples with *can*, and make sure all three functions are covered. Ask them to tell you what they can and can't do, to ask you for permission to do something, and to ask you to do something for them.
Practise *must* and *have to*.
• Write the following sentences on the board, with the underlining.
1 *You must do the dishes. You mustn't leave them on the table.*
2 *Does she have to water the plants? Yes, she does. She has to water them every day.*
3 *Does he have to clean the fridge today? No, he doesn't. He doesn't have to clean the fridge today.*
4 *Do we have to go to school in July? No, we don't. We don't have to go to school in July.*
5 *Do I have to get up at seven o'clock tomorrow? Yes, I do. I have to get up at seven o'clock tomorrow.*
• Go through each example and point out the structures we use for positive sentences, negative sentences and questions with *must* and *have to*.
• Ask students to work with a partner and say what they *must, mustn't, have to* or *don't have to* do every day. Then they can tell the rest of the class.

• Students are now ready to do Reload 3.
• Draw students' attention to the examples and go over them with them.
• Set a time limit and let students know every so often how much time they have left to complete the questions.
• Check answers as a class.

Answers
Vocabulary
1c **2**b **3**b **4**b **5**c **6**b **7**c **8**a **9**a **10**c

Grammar
1c **2**a **3**a **4**b **5**c **6**c **7**b **8**a **9**b **10**c

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